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Course Profiles

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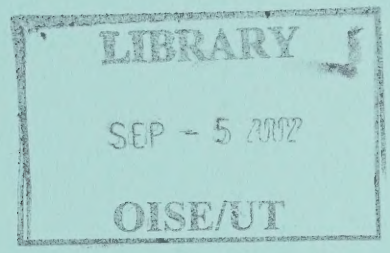

Course Profile

Communication in the World of Business and Technology

Grade 12
Open
EBT4O

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Gr.11-12
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• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

Spring 2002

Course Profiles are professional development materials designed to help teachers implement the new Grade 12 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

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Acknowledgments

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Communications in the World of Business and Technology

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Course Overview
Communication in the World of Business and Technology, EBT40, Grade 12, Open

Policy Document: *The Ontario Curriculum, Grades 11 and 12, English, 2000.*
Prerequisite: English, Grade 11, University Preparation, College Preparation, or Workplace Preparation

Course Description

This course emphasizes the practical writing and communication skills that are needed in the world of business and technology. Students analyse the characteristics of effective models of business and technical communications; gather information to write reports, business letters, memos, and manuals, instructions and brochures; and integrate graphics and text, using technology appropriately for formatting and special effects. They will also make a number of oral and visual presentations.

How This Course Supports the Ontario Catholic School Graduate Expectations

This course will help students to achieve the Ontario Catholic School Graduate Expectations by developing skills and knowledge that will help them become collaborative contributors in the community. Students learn about themselves, work together, improve their literacy skills, and develop effective citizenship skills in order to become productive members of a culturally diverse workplace and giving members of a community. Students investigate various businesses and business issues that relate to ideals of social justice and ethics, thereby developing their attitudes about the social justice teachings of the Church, which will be implemented in the workplace of their choice. Students are encouraged to be creative and critical thinkers, as they face the many challenges of justice and ethics within the business world.

As students investigate a variety of business communication forms, they consider the value and the difficulties in being a witness to Catholic social teachings in a socially diverse workplace. In this course, students will be encouraged to recognize the gifts they received from God and to use these gifts to be models of Christian social justice in their communities.

Course Notes

It is important that teachers consider the diverse nature of Ontario's diverse workplace population and business environments and introduce the importance of using inclusive language and plain language style. Teachers are encouraged to consider the various biases of their students, their communities, and the workplace and to make the required accommodations to make this course relevant and helpful to all students.

Teachers are also encouraged to work with members of the business and technology and cooperative education departments in the preparation and delivery of this course. In some schools, it may be ideal to team-teach this course if sections allow for it.

In today's technological environment, individuals must make moral and ethical decisions that seek to use technology constructively and in the service of humanity. The teacher shall take every opportunity possible to encourage the ethical use of the Internet, CD-ROM, video, tape-recorded media and television, in the collection and dissemination of information. It is important that teachers instruct students in the appropriate, ethical use of media and the Internet and that they ensure that board/school policies concerning the use of the Internet are upheld. It is important that students consider the positive and negative roles that technology and media can play in communicating in business, both on a small and a large scale. Teachers may need to adjust some of the activities in this Course Profile where equipment or resources are not available.

Units: Titles and Time

Unit 1	Effective Communication Skills	15 hours
Unit 2	Forms of Communication	25 hours
Unit 3	The Language of Communication in Business and Technology	20 hours
Unit 4	Investigating a Business	25 hours
* Unit 5	Creating Your Own Business Communications	25 hours

* This unit is fully developed in this Course Profile.

Unit Overviews

Unit 1: Effective Communication Skills

Time: 15 hours

Unit Description

Students explore the various elements that are involved in effectively communicating within the world of business and technology, including theoretical information regarding successful written, oral, and visual presentations, and the practical application of these skills. Students identify the importance of knowing one's audience before preparing and presenting information. Students consider cultural and linguistic diversity in the workplace and the audiences for whom their communications are intended. Students consider their own roles and the importance of being effective role models of Catholic social justice. As a theme, in this unit, they could discuss the moral and ethical implications of some business practices, as well as the ethical use of technology in the business world.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1.1	IBV.02, IB1.02, IB2.02 CGE2b	Knowledge/ Understanding	Students identify the elements involved in effective written, oral, and visual communication, e.g., grammar, body language, and graphs. Students begin assembling a glossary of terms appropriate to this course. Terms and definitions should be added throughout the course as required.
1.2	IBV.02, IB2.01, IB2.04 CGE2b	Knowledge/ Understanding Communication Application	Students examine various forms of business communications to identify the characteristics of effective communications. Students practise using a variety of these forms in creating business communications.
1.3	IB1.01, IB1.03, IB2.04 CGE2b	Knowledge/ Understanding Thinking/ Inquiry	Students identify the needs of various audiences and formats of communication, e.g., memo, report, or video, that best suit different audiences. Students consider the biases and needs of a culturally diverse audience. As well, this activity provides the opportunity to practise previous skills identified and to discuss issues such as gender, cultural differences, discrimination due to physical or intellectual abilities, etc. Students are challenged to consider their role in ensuring that all people are respected and that various biases are taken into consideration when writing for various audiences.

Cluster	Learning Expectations	Assessment Categories	Focus
1.4	IBV.02, IBV.03 CGE1d, CGE1i, CGE2b, CGE2c, CGE7a, CGE7e, CGE7j	Knowledge/ Understanding Thinking/ Inquiry	Students discuss the role of technology in business communication and examine various types of technologies to be used in business communication, e.g., computer software programs, media techniques, presentation formats, e-mail, web pages, etc. Students discuss making ethical and moral choices regarding the use of technology in the business world. Students also discuss the impact of the media on the increased consumerism in North American society. As well, students continue to investigate and consider the needs and characteristics of their audiences in selecting methods of communication.
1.5	IBV.02, IBV.03, IB1.02, IB1.03, IB2.01, IB2.02, IB2.04 CGE1d, CGE2b, CGE2c, CGE2e, CGE1i, CGE4a, CGE7a, CGE7e, CGE7j	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Students present a visual presentation or written report combined with an oral presentation demonstrating the knowledge and skills acquired. Topics for the report could include how businesses respond to issues of the workplace, e.g., parenting issues, racial, gender, and cultural discrimination, etc. how some businesses choose to incorporate the social justice teachings of the Catholic Church into their business practices, e.g., issues facing physically and intellectually challenged individuals in the workplace, etc.

Summative Evaluation: Students prepare a visual presentation or written report combined with an oral presentation of their findings to their peers. Topics for the presentation could involve current issues in the business world such as gender equality, the consideration of social justice issues when investing capital, and businesses that serve the community.

Unit 2: Forms of Communication

Time: 25 hours

Unit Description

Students focus on the various forms of technical and business communications. They analyse a selection of business and technical communications, e.g., letters, memos, reports, voice and e-mail messages, and instructional manuals, and videos, to gain an understanding of the importance of effective business and technical communications. Students examine the ethical use of media in the creation of business communications, e.g., the use of photo imaging/manipulation. Students also examine the Church's teachings on social communication and discuss how the ethical use of technology and the media can help develop and foster social justice values. The teacher ensures the use of inclusive language and representative materials as students consider audiences of diverse backgrounds. In the culminating activity students create an oral and audio-visual presentation of an instructional manual, or manual and video.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
2.1	IBV.02, IBV.01, IB2.02, IB2.03 CGE2b, CGE7e	Knowledge/ Understanding Thinking/ Inquiry	Students analyse a selection of business letters, memos, faxes, reports, and electronic and voice mail messages to understand the forms and content of effective business communication. Students examine the communication to discuss whether the company has used inclusive language and ethical means in communicating with its audience.
2.2	IB1.01, IB1.03, IB1.04 CGE1d, CGE2b, CGE7e	Thinking/ Inquiry Communication	Students analyse a selection of instructional manuals and videos to understand the forms and content of effective technical communication. Students examine communications to discuss whether the company has used effective and ethical means in communicating with its audience.
2.3	CBV.01, CBV.02, CBV.03, CB1.01, CB1.02 CGE2b	Communication Application	Students create and assess effective business letters, memos, faxes, reports, electronic and voice mail messages, and websites to communicate a clear message to specific audience.
2.4	CBV.01, CBV.02, CBV.03, CB1.01, CB1.02, CB1.03, CB1.04 CGE3b	Thinking/ Inquiry Application	Students create and assess an effective instructional manual, or manual and instructional video, to communicate a clear message to a specific audience. Students use technology to communicate with their audiences in an effective and ethical manner, keeping in mind the ideals of Catholic social teachings.
2.5	CB1.04, CB2.01, CB2.02, CB3.01, CB3.02, CB3.03 CGE2d, CGE3c, CGE4f	Communication Application	Students lead a summative demonstration/explanation of the instructional manual, or manual and instructional video.

Summative Evaluation: Students prepare a written report combined with an oral and audio-visual presentation of an instructional manual, or manual and video, for their instructor and peers. Topics for the presentation could include how to volunteer at a local agency, repair a household item, prepare and cook a food item, prepare for participation in a specific sporting event, create an effective written, oral, and audio-visual presentation, etc.

Unit 3: The Language of Communication in Business and Technology

Time: 20 hours

Unit Description

Increasingly, jobs require the ability to read and understand the language of business and technology using a variety of formats, e.g., manuals, charts, diagrams, letters, memos, contracts, application forms etc. Students read and interpret various examples of technical and business communication and examine specific elements and their purposes. In each example created, special emphasis is placed on recognizing the importance of the audience in all communications. Students consider the various needs of a diverse audience as they examine the ways in which communications are organized.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
3.1	IB1.02, IB2.02 CGE2b	Knowledge/ Understanding Thinking/ Inquiry	Students analyse a variety of elements used in business and technical communications, e.g., tables of contents, headings, marginal notes, tables, charts, diagrams, graphics, etc., and describe their purposes.
3.2	IB1.03, IB1.04 CGE2b, CGE2c	Knowledge/ Understanding Thinking/ Inquiry	Students use appropriate strategies to understand business and technical communications. These strategies should enhance their overall written and oral communication level, e.g., read headings, role-play responses, generate questions, critique instructional videos, etc.
3.3	IB1.03, IB2.01, IB2.04 CGE2b, CGE3c	Knowledge/ Understanding Thinking/ Inquiry Application Communication	Students analyse a selection of business and technical communications and identify the specific purpose and intended audience. Students examine how organizational patterns may affect audience comprehension. Students consider how diverse audiences are included or not included in the various communication formats.
3.4	IB1.01, IB1.03, IB2.01 CGE3c	Thinking/ Inquiry Application Communication	Students identify topics and issues in a variety of business and technical communications, e.g., job application forms, credit card applications, leases, and insurance policies.
3.5	IB1.01, IB1.02, IB1.03, IB1.04, IB2.01, IB2.02, IB2.04 CGE2c, CGE2d, CGE3c, CGE5a	Knowledge/ Understanding Thinking/ Inquiry Application Communication	Students form teams and create three business communications for an assigned audience – one written, one oral, and one technical, i.e., a report, a presentation, and a video, all on the same topic or issue.

Summative Evaluation: In pairs, students create three business communications, i.e., letter, report, memo, brochure, contract, etc., related to a current topic or issue. Students choose the topic or issue using Internet, newspaper, or magazine resources. After the teacher has approved the topic or issue, the students choose the three types of communication to be completed and the intended audience in consultation with the teacher. Students use various structural and visual elements to complete the three communications using the appropriate computer software. Students could also present one of the communications to the class in order to create a discussion on the topic or issue.

Note: Although students work together on this performance task, each student is responsible for completing his or her own work and each student's work is to be evaluated individually.

Unit 4: Investigating a Local Business

Time: 20 hours

Unit Description

Students conduct a study of the technical and business communications of a business in the local community. Students gather samples of technical and business communications and forms. Students investigate to what degree Catholic social teachings and inclusive materials are reflected in business communications. The class creates a bias chart to assist them in examining how businesses are employing the beliefs and practices of Catholic social justice. Issues could include use of inclusive language, use of

plain language, particularly in communicating with the public, hiring practices, benefit packages, inclusive practices regarding visible and 'invisible' minority groups, involvement in community service activities, etc. Students examine the similarities and differences in how various businesses communicate with their clients. They investigate career opportunities in business and technical communications. The communications samples and interview form the basis of a summative, print-based case study portfolio that students present to their peers.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
4.1	IB1.04, CB1.05 CGE1d, CGE1i, CGE2a, CGE2d, CGE5e	Thinking/ Inquiry Communication	The class creates a bias chart for the assessment of businesses and the ethical treatment of employees and clients. The Bias Chart identifies key areas of business practice to be examined for bias, e.g., promotion practices, salaries, etc., and include indicators of bias-free practice (both men and women hold executive positions; salaries are comparable regardless of gender…). Students choose a local business as a focus for their case study. They contact the business to arrange for the interview. Students create a list of pertinent career-related questions for their interviewee. Students use the bias chart to guide their questions during the interview.
4.2	IBV.01, CBV.03 CGE2d, CGE5e	Knowledge/ Understanding Communication	Students access a local business to gather samples of technical and business communications that would appeal to different types of audiences (experts, managers, technicians, employees, and the general public). Students interview an employee regarding one career in business and technical communications.
4.3	IBV.01, IBV.02, IB1.01, IB1.02, IB1.03, IB1.04, IB2.02 CGE2e, CGE3c	Thinking/ Inquiry Application	Students identify the purpose and audience of each sample of technical and business communications collected from the business case study. Students investigate to what extent each sample reflects inclusive materials and the Catholic social teachings of the Church.
4.4	IB3.02, CBV.02, CBV.03, CB1.02, CB1.04, CB1.05, CB2.01, CB2.02, CB3.01, CB3.02 CGE2c, CGE3e, CGE5g	Thinking/ Inquiry Communication	Students organize and format their case study samples and analysis and interview (career information) findings into a print-based (or electronic) case study portfolio.
4.5	CB1.01, CB2.01, CB2.02, CB3.01, CB3.02, CB3.03, CB3.04 CGE1d, CGE1i, CGE2c, CGE2e	Communication Application	Students present a oral and/or audio-visual demonstration of the study portfolio.

Summative Evaluation: Students prepare and present a study portfolio of a local business. The portfolio will contain various samples of effective technical and business communications and information on one career in technical and business communications. Students write a brief review of the company identifying ways it supports Catholic social justice teachings, e.g., promotional and hiring practices, salaries, community involvement, etc.

Unit 5: Creating Your Own Business Communications

Time: 25 hours

Unit Description

Students bring together the knowledge and skills developed throughout the course and apply these skills to business communications. With teacher approval, students choose a business located in their area or aligned with their career interests. Students should select Canadian companies where possible. Students examine the companies they have chosen according to the bias chart, and write a report indicating areas in which the company is both successful and unsuccessful in communicating effectively with their customers and employees and in practising and promoting the ideals of Catholic social justice. Students also examine the role of the individual, and personal responsibility in ensuring that the business follows these ideals. Personal responsibility is examined in this light. Students complete a variety of activities related to specific jobs/careers requiring business and technical communication skills. Students may use company webpages, company catalogues, and local libraries, or paper publications to research a particular industry or business.

Please note: This unit is being written with a sports franchise as the main business as a sample of how the unit can be delivered. Teachers will need to adapt the communication activities to reflect the individual student choices.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
5.1	IBV.01 CGE1g, CGE2a, CGE2b, CGE4a	Thinking/Inquiry Communication Application	Introduce the course culminating activity and evaluation rubric. Allow students time to select a company and gain teacher approval. Students evaluate the companies they have chosen according to the bias chart from Unit 4.
5.2	CB1.02 CGE1i, CGE2e, CGE5a	Thinking/Inquiry Communication Application	Research types of career opportunities that are available within a sports franchise requiring business and technical communication skills. Students trace a career path from an entry-level position to a position within the organization.
5.3	CBV.01, CB1.01, CB1.03 CGE1g, CGE2a, CGE2b, CGE5b	Thinking/Inquiry Communication Application	Students identify various forms of communication associated with careers in the organization.
5.4	IBC.01, CBV.01, CB1.01, CB1.02, CB1.03, CB1.04 CB1.05, CGE1g, CGE2b, CGE2c, CGE2d, CGE3e, CGE4e, CGE5b, CGE5g, CGE5h	Thinking/Inquiry Communication	Students produce at least one communication activity for each position in the organization.

Cluster	Learning Expectations	Assessment Categories	Focus
5.5	CBV.03, CB3.01 CGE2a, CGE2b	Knowledge/ Understanding Thinking/Inquiry Communication Application	The class develops checklists of expectations for evaluating the communication activities.
5.6	CBV.02, CB1.04, CB2.02, CB2.01, CB3.01, CB3.02, CBV.03, CB1.05 CGE2a, CGE3b, CGE5a	Knowledge/ Understanding Thinking/Inquiry Communication Application	Use appropriate technology to enhance activities completed previously. Peer assessment of student work and revision of communication activities.
5.7	CB3.03 CGE2a, CGE2c	Knowledge/ Understanding Thinking/Inquiry Communication Application	Students prepare a presentation of all activities created for the organization using their choice of presentation method.

Summative Evaluation: Students complete tasks related to a specific business. After student assessment and revision, a final copy will be produced for all tasks in a presentation format. This presentation could take many forms including a portfolio of work, an electronic presentation of tasks, a collage of business forms created, etc. This presentation of tasks becomes part of the final summative evaluation for the course. Students write a report evaluating their companies according to the bias chart, indicating areas of strength and ways of improvement.

Teaching/Learning Strategies

Teachers are encouraged to employ a variety of teaching and learning strategies in order to address the variety of intelligences and learning styles within each class. This is particularly true in an Open course. Teachers should be aware of the expectations at all times, since different expectations require different teaching and learning strategies. The following is a list of strategies that may be employed in the delivery of expectations:

Brainstorming – group generation of initial ideas expressed without criticism or analysis;

Carousels – the teacher, expert groups, or individuals prepare and deliver a carousel or presentation on specific topics for students, who circulate from station to station in the carousel;

Brainstorming Carousel – small groups rotate from station to station to brainstorm on provided issues/ questions;

Case Study – investigation of real and simulated problems;

Conferencing – student-to-student, student-to-teacher, and student-parent-teacher discussions;

Debates – formal group discussion with planned presentations;

Fishbowl Discussion – small group (six or seven students) discussions in which one group is observed by the rest of the class while they discuss an issue. Only those in the circle can talk during the activity. It is often desirable to have one fishbowl activity after another, using the same question;

Guest Speakers – invited 'experts' come to classes to discuss topics with students;

Independent Study – students explore, research, and report on a topic of interest;

Interview – students interview people from various businesses and trades, interviews may be videotaped to show the class;

Jigsaw – specialized group learning followed by home group sharing;

Journaling – individual reflections recorded in a journal;
Role Playing/Dramas – group generation of initial ideas expressed without criticism or analysis;
Round Table – discussion-oriented activity in which students take turns sharing their ideas or opinions by going around the table. No one is allowed to interrupt or comment at this time. During the second time around the table, students are invited to share their thoughts/comments on what they heard during the first round;
Storytelling – presenting ideas through the art of storytelling and reflective discussion;
Socratic Presentation – teacher presentation of information;
Media Presentation – use of computer lab, videos, audio tapes, newspapers, etc., to create and deliver presentations;
Think/Pair/Share – students reflect on concept, then share with a partner, then share the partner's reflections with the larger group.

Assessment & Evaluation of Student Achievement

As with teaching and learning strategies, students should be given a wide variety of opportunities to demonstrate their knowledge using a variety of assessment and evaluation tools. Teachers should also take care to align the type of assessment/evaluation tool with the learning expectations and the Categories of Achievement. Teachers are reminded that as with Grades 9 to 11, learning skills, effort, attendance, and punctuality are to be reported separately and are not to be considered in the determination of the percentage grade.

Partial List of Assessment and Evaluation Tools

Personal Communication

- journals/conferencing logs
- self-assessment
- student-teacher conference
- class discussions
- group discussion

Paper-and-Pencil Tests/Quizzes

- unit tests (knowledge)
- quiz
- final examination

Performance Assessment

- debate
- presentation
- portfolios
- writing products
- graphic organizers
- simulations
- projects
- computer software demonstrations

Summative Evaluation

The design of the summative evaluation should, where possible, provide students with the opportunity to demonstrate learning in the four categories of achievement, and should be reflective of both teaching/learning strategies and assessment and evaluation tools employed throughout the course.

Seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other methods of evaluation.

Accommodations

The teacher should consult individual student IEPs for specific direction on accommodation for individuals. This applies also to students who have not been identified as exceptional but are receiving special education programs and services. Integration into the regular classroom is a primary consideration in the placement of exceptional pupils. Accommodation suggestions for each activity have been provided within the units where deemed appropriate. Where applicable, consideration must also be given to cultural diversity and ESL students. The following is a list of strategies suggested within the document to assist exceptional students, both gifted and challenged.

- Students choose from a variety of response methods: oral, written, pictorial, dramatic, musical.
- Pair students of different ability levels as study buddies or for discussion activities.
- Some students may be directed to research with a chosen set of resources that are appropriate to their level of reading and comprehension. The school library staff can assist in locating appropriate materials.
- Notes may be photocopied for students who experience difficulty making comprehensive, legible notes.
- As an option to the regular class assignment, students identified as academically gifted could be given an independent research project on topics of their own choosing regarding communications for business and technology or how documents on social justice from the Vatican have affected the communication practices of some companies. Students should be encouraged to use a variety of research tools including the Internet or CD-ROM programs, public and university libraries, etc., to gather information.
- Students who have difficulty with grammar and spelling should use a computer/word processor with spell and grammar check to keep a daily journal or complete written assignments.
- Students who have difficulty presenting could be encouraged to respond through tape-recorded or videotaped messages.
- Reduce the quantity of work while retaining the demand for quality for students who are unable to complete assignments, e.g., assign only the even numbered questions.
- ESL students could be given the opportunity to research businesses and industries that are closely associated with their place of origin.
- ESL students or students who experience reading difficulties may benefit if written material is read to them rather than having to read it themselves.

Resources

Units in this Course Profile make reference to the use of specific texts, magazines, films, videos, and websites. Teachers need to consult their board policies regarding the use of any copyrighted materials. Before reproducing materials for student use from the printed publications, teachers need to ensure that their board has a Cancopy licence and that this licence covers the resources they wish to use. Before screening videos/films with their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor, e.g., Audio Cine Films, Inc. Teachers are reminded that much of the material on the Internet is protected by copyright. The copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work on the Internet is not allowed without permission of the owner.

Print Resources

Catholic Bible

Catechism of the Catholic Church

Family Bible Collection

NRSV – Concordance

Social Teachings of the Church

Adams, Bell & Griffin. *Teaching for Diversity and Social Justice: A Sourcebook*. Routledge, 1997.

Adler, Ronald B. and Jeanne M. Elmhorst. *Communication at Work: Principles and Practices for Business and the Professions*. Boston: McGraw Hill, 1999. ISBN 0-07-303433-9

Alred, Gerald J., C.T. Brusaw, and W.E. Oliu. *The Business Writer's Handbook*, 6th ed. St. Martin's Press, March 2000.

Anderson, Neil. *Media Works*. Toronto: Oxford University Press, 1989. ISBN 0-19-540730-X

Duncan, Barry, J. D'Ippolito, C. Macpherson, and C. Wilson. *Mass Media and Popular Culture*. Harcourt Brace and Company Canada, 1998. ISBN 0-7747-0170-6

Barnum, Carol M. and Saul Carliner. *Techniques for Technical Communicators*. Toronto: MacMillan Publishing Company, 1993.

Beebe, Linda, ed. *Professional Writing for the Human Services*. Washington: NASW Press, 1993.

Blake, Gary and Robert W. Bly. *The Elements of Technical Writing*. Toronto: MacMillan Publishing Company, 1993.

Blicq, Ron. *Communicating at Work*. Scarborough: Prentice-Hall, 1997. ISBN 0-13-324674-4

Bucki, Lisa. *Business Simulations with Learning Microsoft Office 2000*. Downsview, ON: Monarch Books of Canada Ltd., 2000. ISBN 1-56243-861-1 (www.ddcpub.com)

Donaldson, Chelsea, ed. *Communications Handbook*, 2nd ed. Toronto: Nelson, 1996. ISBN 0176047387

Guffey, Mary Ellen and Brendan Nagle. *Essentials of Business Communication*. Scarborough: Nelson, 1997. ISBN 0-17-605610-6

Guffey, M., K. Rhodes, and P. Rogin. *Business Communications: Process and Product*. Toronto: Nelson, 1999. ISBN 0-17-616560-5

Hasling, J. *The Audience, The Message and The Speaker*, 6th ed. Toronto: McGraw Hill. ISBN 070270279

Johnson, C.E. and M.Z. Hackman. *Creative Communication: Principles and Applications*. Waveland Press, 1995. ISBN 0881338281 ISBN 0415910579

Kliment, Stephen A. and Hugh S. Hardy. *Writing for Design Professionals: A Guide to Writing Successful Proposals, Letters, Brochures, Portfolios, Reports, Presentations, and Job Applications*. Toronto: W.W. Norton and Company, 1998.

MacLennan, Jennifer. *Effective Business Writing*. Scarborough: Prentice-Hall, 1995. ISBN 0-13-301391-X

Markel, Mike. *Technical Communication*. Toronto: Nelson, 1996. ISBN 0-17-605579-7

Markel, Michael H., and Helen Holmes. *Technical Writing: Situations and Strategies*. Scarborough: Nelson, 1994. ISBN 0-17-604181-8

Northey, Margot. *Impact: A Guide to Business Communications*. Scarborough: Prentice-Hall, 1998. ISBN 0-13-838939-X

Pungente, John. *More Than Meets the Eye*. McClelland & Stewart Inc, 1999. ISBN 0771071000

Sides, Charles H. *How to Write and Present Technical Information.* Phoenix: Oryx Press, 1996.

Sebranek, Patrick, et al. *School to Work*. Toronto: Nelson, 1996. ISBN 0669408735

Sebranek, Patrick, et al. *Write Source 2000*, Canadian ed. Toronto: Nelson, 1999. ISBN 0176187006

Sheridan, Ed. SJ. *Do Justice.*

Verderber, Rudolph F. *Communicate*, 9th ed. Toronto: Wadsworth Publishing Company, 1999. ISBN 053452074X

Weixel, Suzanne, N. Kaczmarczyk, S. Plumley, J. Fulton, and R. Winter. *Learning Microsoft Office 2000.* Downsview, ON: Monarch Books of Canada Ltd., 2000. ISBN 1-56243-638-4 (www.ddcpub.com)

Internet Resources

The writers verified the URLs for the websites prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Pontifical Council for Social Communications - This link provides access to numerous documents related to Church teachings on ethics and social communications.
– http://www.vatican.va/roman_curia/pontifical_councils/pccs/index.htm

Church Documents on Social Justice – http://www.silk.net/RelEd/justdocs.htm

Catholic Social Teaching – http://www.osjspm.org/cst/doclist.htm

Documents of Vatican II – http://www.christusrex.org/www1/CDHN/v1.html

Canadian Catholic Organization for Development and Peace – http://www.devp.org

Catholic Information Centre – http://www.catholic.net/

Catholic Internet Directory – http://www.catholic.net/RCC/Indices/

Catechism of the Catholic Church – http://www.christusrex.org/www1/CDHN/ccc.html

Catholic Canada – http://www.catholicanada.com

Canadian Conference of Catholic Bishops – http://www.cccb.ca

Ontario Conference of Catholic Bishops – http://www.occb.on.ca

Catholic Education Network – http://www.catholic.org/cen/

Beginner's Guide to Effective E-mail - style guide.
– http://www.webfoot.com/advice/email.top.html?Yahoo

E-Mail Tips - general help with signature lines, software, netiquette, discussion groups, etc.
– http://everythingemail.net/email_help_tips.html

A Business Letters Primer
– http://more.abcnews.go.com/sections/business/DailyNews/sbb_letter0317/index.html

In Search of a Lost Art: How to Write a Business Letter
– http://www.cyberbee.com/science/buslet.html

Human Resources Development Canada – www.hrdc-drhc.gc.ca

Business Education – http://www.ibf.com/be/ibbe.htm

Canada's Multimedia Guide – www.multimediator.com

Canadian Education on the Web – www.oise.utoronto.ca/canguide

Cool Doctor—Definitions of Computer Jargon – http://www.cooldoctor.com/computer

Designing Flow Charts – http://www.williamson-labs.com/design.htm

Flowchart Explanation – http://www.isixsigma.com/tt/process_mapping/

"Guidelines for the Use of Oral Presentations" – http://222.pr.doc.gov/oral.html

Kolunsky, Nina. *Becoming a Technical Writer in Three Easy Steps.*
– http://wwwstctoronto.org/art&link/howto.htm

On-line Technical Writing: Oral Presentations – http://www.io.com/~hcexres/tcm1603/acchtml/oral.html

Oral Presentations – http:www.aubum.edu/~smitheo/503/show

Pie Charts – http://www.smart.draw.com/specials/charts.asp

Report Writing (Writing Resources) – http://www.lehigh.edu/inloc

Technical Report Writing – http://www.lerc.nasa.gov

These sites relate to the use of technology to Catholic teachings
– http://www.fcsn.k12.nd.us/Shanley/broanth/media.htm
– http://listserv.american.edu/catholic/church/papal/jp.ii/computer-culture.html
– http://www.diopitt.org/education/tcerF975.htm

Computer Software

Microsoft Office (including *WORD, PowerPoint*)

MS Publisher

Ontario Curriculum Unit Planner

Human Resources

Career and Guidance Counsellors

Library Staff

Local Better Business Bureau

Chamber of Commerce

Board of Trade

Local Business and Technology Spokespersons (e.g., Communitech)

OSS Considerations

- Ontario Ministry of Education and Training. *Cooperative Education and other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools*. Toronto: Queen's Printer, 2000.
- Ontario Ministry of Education and Training. *The Ontario Curriculum Grades 11 and 12: English.* Toronto: Queen's Printer for Ontario, 2000.
- Ontario Ministry of Education and Training. *Ontario Secondary Schools Grades 9 to 12: Program and Diploma Requirements.* Toronto: Queen's Printer for Ontario, 1999.
- Ontario Ministry of Education and Training. *Choices Into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools.* Toronto: Queen's Printer for Ontario, 1999.
- Ontario Ministry of Education and Training. *The Ontario Curriculum Grades 9 to 12: Program Planning and Assessment, 2000.* Toronto: Queen's Printer for Ontario, 2000.
- Ontario Ministry of Education and Training. *Engendering Equity: Transforming Curriculum.* Toronto: Queen's Printer, 1995.

Coded Expectations, Communication in the World of Business and Technology, Grade 12, Open, EBT4O

Investigating Business and Technical Communications

Overall Expectations

IBV.01 · demonstrate an understanding of the forms and content of business and technical communications and their purposes and audiences;

IBV.02 · identify characteristics of written, oral, and visual business and technical communications;

IBV.03 · explain the role of technology in producing effective business and technical communications.

Specific Expectations

Understanding Business and Technical Communications

IB1.01 – identify topics and issues in a variety of business and technical communications, including reports, business letters, memos, manuals, instructions, brochures, contracts, and instructional videos (e.g., record the main idea and supporting details in a report on job sharing and flexible hours; summarize key information in a warranty or an insurance policy);

IB1.02 – identify the characteristics and needs of different types of audiences for business and technical communications, including experts, managers, technicians, employees, and the general public;

IB1.03 – identify the specific purpose and audience for a variety of business and technical communications (e.g., discuss whether an instructional manual has been written for experts or a general audience; develop criteria to determine whether a business letter or an instructional video is designed to inform or persuade);

IB1.04 – select and use appropriate strategies to understand business and technical communications (e.g., read headings to preview the content of a report or manual; role-play and exchange responses with a colleague to clarify understanding of an insurance policy; generate questions after viewing a training video).

Analysing Business and Technical Communications

IB2.01 – identify the characteristics of effective business and technical communications, including clarity, accuracy, comprehensiveness, accessibility, conciseness, and correctness (e.g., explain how the use of specialized language can contribute to the accuracy and conciseness of a memo; describe how a plain-language style can increase the clarity and accessibility of instructions);

IB2.02 – identify specific elements of business and technical communications and describe their purpose (e.g., elements such as tables of contents, headings, marginal notes, tables, charts, diagrams, graphics, images, appendices, indexes, and glossaries);

IB2.03 – explain how elements of business and technical communications can be used to enhance their effectiveness and meet the needs of an audience (e.g., compare the effects of using a chart or text to convey data; discuss the contribution of diagrams and illustrations in a multimedia presentation for a general audience);

IB2.04 – identify the organizational patterns of business and technical communications, with an emphasis on sequential, chronological, spatial, order-of-importance, problem-solution, comparison-and-contrast, and cause-and-effect patterns (e.g., identify the use of sequential organization in instructions; identify words that denote spatial relationships in an instruction manual; determine the organizational pattern used in an incident report).

Understanding the Role of Technology in Business and Technical Communications

IB3.01 – explain the role of audio, visual, and telecommunications equipment, computer hardware and software, and presentation and desktop publishing programs in producing clear and effective business and technical communications;

IB3.02 – demonstrate an understanding of how sound clips, animation, pictures, illustrations, charts, and diagrams from the Internet, CD-ROMs, software programs, and scanners can clarify the meaning and enhance the visual impact of business and technical communications.

Creating Business and Technical Communications

Overall Expectations

CBV.01 · produce written, oral, and visual business and technical communications for specific purposes and audiences;

CBV.02 · use technology appropriately to clarify the meaning and enhance the impact of business and technical communications;

CBV.03 · assess their own and others' business and technical communications.

Specific Expectations

Producing Business and Technical Communications

CB1.01 – use the forms, elements, and organizational patterns of business and technical communications to communicate effectively (e.g., apply knowledge of how people read informational texts to plan an effective brochure; use directional and sequencing words and phrases to assist the reader in understanding written procedures; make an oral report using a cause-and-effect structure);

CB1.02 – use information and ideas gathered from a variety of print and electronic sources to generate content for business and technical communications on school-, career-, or workplace-related topics and issues (e.g., gather information from consumer reports to use in a memo recommending a purchase; use simulations, role-plays, and case studies to understand different perspectives on issues such as customer relations);

CB1.03 – select or adapt the content, forms, and organizational patterns of business and technical communications to suit the purpose and audience (e.g., organize key information for a video recognizing the achievements of employees; adapt the content of a memo to meet the needs of different audiences, such as an expert, a manager, a technician, or the general public);

CB1.04 – use graphics effectively in business and technical communications (e.g., present information from text or a spreadsheet in the form of a chart or graph; use diagrams and illustrations to emphasize main points in posted instructions);

CB1.05 – revise, edit, and proofread drafts to produce clear, accurate, well-organized, and grammatically correct business and technical communications (e.g., revise a business letter to include only the necessary details; rewrite a paragraph to express key ideas in point form; use software and on-line tutorials to revise, edit, proofread, and format business and technical communications).

Enhancing Business and Technical Communications

CB2.01 – use a variety of audio, visual, and electronic aids to produce effective business and technical communications (e.g., leave clear, straightforward, and succinct voice-mail messages; select the appropriate features from a presentation-software program to emphasize key ideas);

CB2.02 – use sound clips, animation, pictures, illustrations, charts, and diagrams from the Internet, CD-ROMs, software programs, scanners, or other audio-visual equipment to enhance the visual impact of business and technical communications.

Assessing Their Own Business and Technical Communications

CB3.01 – assess the content and style of business and technical communications they have produced (e.g., discuss in a group the content and visual appeal of a classmate's brochure; develop criteria to assess their own business and technical communications);

CB3.02 – assess drafts and final versions of business and technical communications by peers, providing objective and constructive suggestions (e.g., work with a partner to identify strengths and weaknesses of a draft of a report; use peer conferences and rubrics to provide feedback about a final product);

CB3.03 – explain the creative choices made to enhance the effectiveness of their own business and technical communications;

CB3.04 – demonstrate an understanding of the knowledge and skills required for success in various careers in business and technical communications (e.g., use guest speakers, field trips, and interviews to investigate the use of business and technical writing skills in various occupations; set goals for personal improvement in business and technical communications).

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

CGE1a -illustrates a basic understanding of the **saving story** of our Christian faith;
CGE1b -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
CGE1c -actively reflects on **God's Word** as communicated through the Hebrew and Christian scriptures;
CGE1d -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
CGE1e -speaks the **language of life**... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith)
CGE1f -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
CGE1g -understands that one's purpose or **call in life** comes from God and strives to discern and live out this call throughout life's journey;
CGE1h -respects the **faith traditions**, world religions and the life-journeys **of all people of good will**;
CGE1i -integrates faith with life;
CGE1j -recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who
CGE2a -listens actively and critically to understand and learn in light of gospel values;
CGE2b -reads, understands and uses written materials effectively;
CGE2c -presents information and ideas clearly and honestly and with sensitivity to others;
CGE2d -writes and speaks fluently one or both of Canada's official languages;
CGE2e -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who
CGE3a -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
CGE3b -creates, adapts, evaluates new ideas in light of the common good;
CGE3c -thinks reflectively and creatively to evaluate situations and solve problems;
CGE3d -makes decisions in light of gospel values with an informed moral conscience;
CGE3e -adopts a holistic approach to life by integrating learning from various subject areas and experience;
CGE3f -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

CGE4a -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE4b -demonstrates flexibility and adaptability;

CGE4c -takes initiative and demonstrates Christian leadership;

CGE4d -responds to, manages and constructively influences change in a discerning manner;

CGE4e -sets appropriate goals and priorities in school, work and personal life;

CGE4f -applies effective communication, decision-making, problem-solving, time and resource management skills;

CGE4g -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;

CGE4h -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

CGE5a -works effectively as an interdependent team member;

CGE5b -thinks critically about the meaning and purpose of work;

CGE5c -develops one's God-given potential and makes a meaningful contribution to society;

CGE5d -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;

CGE5e -respects the rights, responsibilities and contributions of self and others;

CGE5f -exercises Christian leadership in the achievement of individual and group goals;

CGE5g -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;

CGE5h -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

CGE6a -relates to family members in a loving, compassionate and respectful manner;

CGE6b -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;

CGE6c -values and honours the important role of the family in society;

CGE6d -values and nurtures opportunities for family prayer;

CGE6e -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

CGE7a -acts morally and legally as a person formed in Catholic traditions;

CGE7b -accepts accountability for one's own actions;

CGE7c -seeks and grants forgiveness;

CGE7d -promotes the sacredness of life;

CGE7e -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;

CGE7f -respects and affirms the diversity and interdependence of the world's peoples and cultures;

CGE7g -respects and understands the history, cultural heritage and pluralism of today's contemporary society;

CGE7h -exercises the rights and responsibilities of Canadian citizenship;

CGE7i -respects the environment and uses resources wisely;

CGE7j -contributes to the common good.

Unit 5: Creating Your Own Business Communications

Time: 25 hours

Unit Description

Students bring together the knowledge and skills developed throughout the course and apply these skills to business communications. With teacher approval, students choose a business located in their area or aligned with their career interests. Students should select Canadian companies where possible. Students examine the companies they have chosen according to the bias chart, and write a report indicating areas in which the company is both successful and unsuccessful in communicating effectively with their customers and employees and in practising and promoting the ideals of Catholic social justice. Students also examine the role of the individual, and personal responsibility in ensuring that the business follows these ideals. Personal responsibility is examined in this light. Students complete a variety of activities related to specific jobs/careers requiring business and technical communication skills. Students may use company webpages, company catalogues, and local libraries, or paper publications to research a particular industry or business.

Please note: This unit is being written with a sports franchise as the main business as a sample of how the unit can be delivered. Teachers will need to adapt the communication activities to reflect the individual student choices.

Unit Synopsis Chart

Activity	Learning Expectations	Assessment	Tasks
1. Introducing the Final Activity 3 hours	IBV.01 CGE1g, CGE2a, CGE2b, CGE4a	Thinking/Inquiry Communication Application	The teacher introduces the course culminating activity and evaluation rubric and allows students time to select a company and gain teacher approval. Students review the bias chart and consider beliefs and practices of Catholic social justice in the workplace.
2. Researching Careers: Who's out there? 3.5 hours	CB1.02 CGE1i, CGE2e, CGE5a	Thinking/Inquiry Communication Application Formative – Presentation	Students research career opportunities available within the team's organization. Students trace a career path from an entry-level position to a position within the organization.
3. How do they communicate? 1 hour	CBV.01, CB1.01, CB1.03 CGE 1g, CGE2a, CGE2b, CGE5	Thinking/Inquiry Communication Application Formative – Observation	Students identify various forms of communication associated with careers in the organization.

Activity	Learning Expectations	Assessment	Tasks
4. Communication Activities 8 hours	IBC.01, CBV.01, CB1.01, CB1.02, CB1.03, CB1.04, CB1.05 CGE1g, CGE2b, CGE2c, CGE2d, CGE3e, CGE4e, CGE5b, CGE5g, CGE5h	Thinking/Inquiry Communication Application Formative (peer assessment) – Anecdotal	Students produce at least one communication activity for each position in the organization.
5. Communication Activities: A Checklist of Expectations .5 hours	CBV.03, CB3.01 CGE2a, CGE2b	Knowledge/Understanding Thinking/Inquiry Communication Application Formative (self, peer)	The class develops a checklist of expectations for evaluating the communication activities.
6. Enhancing and Revising Communication Activities 6 hours	CBV.02, CB1.04, CB2.02, CB2.01, CB3.01, CB3.02, CBV.03, CB1.05 CGE2a, CGE3b, CGE5a	Knowledge/Understanding Thinking/Inquiry Communication Application Formative – Peer Assessment using Checklist Summative – Rubric based on Expectations and Checklist	Students use appropriate technology to enhance previously completed activities. Peer assessment of student work and revision of communication activities.
7. Presentation of Communication Activities 3 hours	CB3.03 CGE2a, CGE2c	Knowledge/Understanding Thinking/Inquiry Communication Application Summative – Rubric for oral presentation	Students prepare a presentation of all activities created for the organization using their choice of presentation method. Students write a report evaluating their company based upon the criteria identified in the bias chart.

Unit Planning Notes

Students identify and practise a variety of forms of business and technological communications. For example, The Toronto Raptors organization could be selected to provide *a model of these forms of communication* because many students would be aware of the Raptors and because they have a highly visible profile in the community through their charitable works and promotion of volunteerism. Examining a sports franchise also provides the class with the opportunity to discuss various issues regarding ethical business practices, including hiring and promotion practices, disparity in salaries, and costs of game tickets. For their assignments, students should select a local Canadian business in which they are interested in as a model for their communication activities. In this case, students would need access to that business to learn about the types of communications that are most common for that company. In some instances, this may be the company from Unit 4. The unit may need to be adapted to

meet the needs of various communities and students because of individual student selections. Throughout the unit, teachers are encouraged to incorporate the values and beliefs of Catholic social justice teachings in discussions regarding business ethics and the everyday practices of the companies chosen. For example, with the sports franchise, the teacher could lead a discussion on the issue of economic justice regarding the incomes that professional athletes earn.

Activity 1: Introducing the Final Activity

Time: 3 hours

Description

The first activity introduces students to the culminating project for the course. The class discusses various businesses and organizations present in their community that reflect the ideas of Catholic social justice. Students then choose an organization or business to use as their model for completing the Communication Activities. Students use the bias chart developed in Unit 4 to examine and evaluate their chosen companies' communications samples based upon the criteria set out. Students discuss how they will be evaluated within this project and what the expectations are for success.

Strand(s) & Learning Expectations

Strand(s): Investigating Business and Technical Communication

Ontario Catholic School Graduate Expectations

CGE2a - listens actively and critically to understand and learn in light of gospel values;
CGE2b - reads, understands, and uses written materials effectively;
CGE4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

Overall Expectations

IBV.01 - demonstrate an understanding of the forms and content of business and technical communications and their purposes and audiences.

Prior Knowledge & Skills

- Students should have learned and practised many of the expectations within the profile. A culminating unit applies the expectations of the course in varying degrees to the activities given. Students can refer to the Glossary of Terms that they started in Unit 1 to help them complete the activities.
- Students should be aware of the bias chart developed in Unit 4.

Planning Notes

- The teacher should adapt the rubric to be used for evaluation of the specific tasks of the project.
- The teacher may wish to gather newspaper articles about local businesses and organizations and about how they become involved in the community on a regular basis.
- The teacher should collect samples of mission statements to use in class discussion.
- The class should be located in a computer lab for the duration of this unit to ensure that students have access to all of the programs that they need to complete the activities and to ensure that they are able to research their individual organizations and access library resources whenever needed.

Teaching/Learning Strategies

1. **Whole Class:** The teacher distributes the culminating activity (Appendix 5.1 – Course Culminating Activity) and rubric (Appendix 5.2 – Culminating Activity Evaluation) so students may analyse how they will be evaluated on this final unit. The class discusses the expectations to ensure understanding of the tasks to be completed. Students examine the rubric and discuss the qualities of work that each level would demonstrate.
2. **Whole Class:** The teacher reviews the bias chart developed by the class and leads students in a discussion on how to identify and examine the values and beliefs of a business by examining its mission statement. (The teacher may wish to begin with the school or board mission statement). The class examines the chosen sports franchise using the bias chart to evaluate the company's involvement and commitment to the values of Catholic social justice teaching.
3. **Individually:** Students write a position paper discussing the role of the individual in ensuring justice in the workplace. The question of personal responsibility and involvement should be examined in this paper.
4. **Individually:** Students select a business or organization to use in the completion of this assignment. Students gain teacher approval of their choices. Students evaluate and write a report on the company they have chosen using the criteria of the bias chart.

Assessment & Evaluation of Student Achievement

- Observation of student understanding of assignment

Accommodations

- The teacher can adjust activity descriptions and reduce the number of activities.
- The teacher may also choose to break the unit tasks into days and give one activity per day (or whatever time is required). Activities could also be peer assessed, changed, and handed in for evaluation on an on-going basis to ensure that students are staying on task.
- Assessments and feedback are provided.
- Enrichment opportunity: Students can create their own businesses and then create the business communications for them.

Resources

- Various newspaper articles pertaining to local business/organization community involvement
- Printouts of local Business press releases, mission statements, pamphlets, etc.

Appendices

Appendix 5.1 – Course Culminating Activity
Appendix 5.2 – Culminating Activity Evaluation

Activity 2: Researching Careers: Who's Out There?

Time: 3.5 hours

Description

Students investigate the team's organization *as a model of business communications.* This activity allows students who are researching their chosen businesses to see the variety of employment opportunities in a corporation. Students investigate various job and career opportunities available in the business end of operating a professional sports team. Students should acknowledge and reflect on the gifts and talents of the many individuals that work together in a business toward a common goal. In a world where athletes are worshipped, students look behind the scenes to investigate the number of people and the variety of

talents needed to organize and operate a professional sports team. Students then work in groups to further investigate one position within the organization and trace a career/job path from an entry-level position to the position desired.

Strand(s) & Learning Expectations

Strand(s): Investigating Business and Technical Communications;
Creating Business and Technical Communications

Ontario Catholic School Graduate Expectations
CGE1i - integrates faith with life;
CGE2c - presents information clearly and honestly and with sensitivity to others;
CGE5a - works effectively as an interdependent team member.

Overall Expectations
IBV.02 - identify characteristics or written, oral, and visual business and technical communications;
IB2.03 - explain how elements of business and technical communications can be used to enhance their effectiveness and meet the needs of the audience.

Specific Expectations
CB1.02 - use information and ideas gathered from a variety of print and electronic sources to generate content for business and technical communications on school-, career-, or workplace-related topics and issues;
CB1.03 - select or adapt the content, forms, and organizational patterns of business and technical communications to suit the purpose and audience.

Prior Knowledge & Skills

- General knowledge and familiarity with using the internet and search engines
- An introduction to using the school and public libraries for research purposes
- Interviewing skills (in person and/or over the phone, e-mail, etc.)

Planning Notes

- Students will need access to computers and the Internet for this activity. If this is not possible, the teacher will need to visit the team's website and print off information regarding possible careers in the organization as well as the various community events in which the team is involved (e.g., The Toronto Raptors are involved in Habitat for Humanity and literacy programs, etc.).
- The teacher may wish to arrange for professional public relations personnel, from local businesses to visit the class to discuss various ways they have to communicate with the public.
- Alternately, teachers may invite guidance or career counsellors in to the class to discuss with students the steps involved in obtaining jobs in professional sports management.
- In the student interviews or discussions with guest speakers, students could use the criteria from the bias chart to guide them in including questions that will elicit from interviewee's responses a picture of their organization's commitment to social justice/ethical practices within their business and the larger community. (For example, what measures has your organization taken to ensure equitable hiring practices?)
- Throughout this activity, teachers will need to make links between positions in the sport team's organization and the businesses selected by students. (For example, both companies would have public relations personnel)

Teaching/Learning Strategies

1. **Whole Class:** The teacher leads a discussion on what/who is involved in running a professional sport organization beyond the public personalities.
2. **Pairs:** Students investigate the sport franchise using their official website (e.g., www.nba.com/raptors) to identify various careers involved in the organization. (**Note:** Careers are not specifically listed; students will need to identify the activities of the organization, then suggest the types of jobs required to complete/coordinate these activities). Students report their findings to the class, and a list of careers will be identified and posted in the classroom. At this point, the teacher and students should identify which roles might be present in most organizations (e.g., volunteer coordinators, public relations, etc.)
3. **Small Groups:** Each group chooses a different career in the organization (e.g., PR manager, communications director, volunteer coordinator, and community service representative). In their groups students research the career path that leads to this position, and arrange either face-to-face or telephone interviews, or e-mail correspondence, with a person in the given position to discuss the steps he/she followed to attain that position and the communication skills required. Students should compile a list of questions that will elicit from interviewees responses to create a picture of their organization's commitment to social justice/ethical practices. (For example, what measures has your organization taken to ensure equitable hiring practices?)
4. **Small Group:** Groups prepare and present career path flow charts to their peers identifying the steps required in following each career path.
5. **Whole Class:** The teacher leads a discussion on the joys and challenges of being a person of faith in the business world. How can following the social justice teachings of the church be both difficult and fulfilling in this world? What is the importance of personal responsibility in modeling Catholic social justice?

Assessment & Evaluation of Student Achievement

Formative (peer assessment) – Group presentations and flow charts on career paths

Accommodations

- Teachers should take care in creating groups to ensure that a variety of learning styles and intelligences are in each grouping.
- As an extension, the teacher or students could invite in local business representatives to discuss communication within the world of business and technology. They could also discuss the role of faith in their workplace and the career paths that they followed.
- Presentations could be made using a variety of presentation formats (e.g., electronic, video, oral, etc.).
- Teachers will make necessary modifications and accommodations based on student IEPs.

Resources

Company websites

Sport franchise websites

Sport franchise websites

Local guest speakers

Guidance career counsellors

Local libraries

Development and Peace website – www.devp.org

Activity 3: How Do They Say It?

Time: 1 hour

Description

This activity is an extension of the previous one, and in some cases, it may be beneficial to incorporate the strategies into the previous activity. Students examine in detail the knowledge and skills required for a variety of careers in the business world particularly communication skills. The class considers how each person, is called to develop his or her talents and then to share them with others to help create a better, more fulfilling workplace. Students examine how they can be models of Catholic education in the workplace. Students then discuss how these people would communicate with customers and employees and the best formats to use for various situations. Students continue to develop listening and communication skills through group work activities.

Strand(s) & Learning Expectations

Strand(s): Creating Business and Technical Communications

Ontario Catholic School Graduate Expectations

CGE1g - understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey;
CGE2a - listens actively and critically to understand and learn in light of gospel values;
CGE2b - reads, understands, and uses written materials effectively;
CGE5b - thinks critically about the meaning and purpose of work.

Overall Expectations

CBV.01 - produce written, oral, and visual business and technical communications for specific purposes and audiences.

Prior Knowledge & Skills

Knowledge of various communication formats and from the previous activity, a list of possible jobs or careers available within their own companies

Planning Notes

The teacher should have a list of careers from the previous lesson available and posted clearly in the classroom. The teacher may also wish to create a list of possible communication formats that could be matched with the various careers to help students during the brainstorming activity.

Teaching/Learning Strategies

1. **Whole Class:** Review the list of careers from the previous activity. Brainstorm possible activities for each career. 'Experts' from the research groups (from Activity 3), could assist others in this activity.
2. **Small group:** Students list the various types of communication each career might use (e.g., PR manager might use press release, media conference, e-mail, etc.). Students present their ideas to the class and the class compares lists and discusses the various skills and knowledge required in accomplishing these activities.
3. **Whole class:** The teacher leads a discussion on the appropriate and ethical use of these various forms of media to accomplish the objectives of the organization. The class discusses ways that the use of media can be both ethical and unethical.

Assessment & Evaluation of Student Achievement

Formative – Informal teacher observation and roving conferences

Resources

Company websites, pamphlets, brochures, etc.

Local guest speakers

Guidance career counsellors

Adams, Bell & Griffin. *Teaching for Diversity and Social Justice: A Sourcebook*. Routledge, 1997. ISBN 0415910579

Adler, Ronald B. and Jeanne M. Elmhorst. *Communication at Work: Principles and Practices for Business and the Professions.* Boston: McGraw Hill, 1999. ISBN 0-07-303433-9

Anderson, Neil. *Media Works*. Toronto: Oxford University Press, 1989. ISBN 0-19-540730-X

Donaldson, Chelsea, ed. *Communications Handbook*, 2nd ed. Toronto: Nelson, 1996. ISBN 0176047387

Beebe, Linda, ed. *Professional Writing for the Human Services.* Washington: NASW Press, 1993.

Blicq, Ron. *Communicating at Work.* Scarborough: Prentice-Hall, 1997. ISBN 0-13-324674-4

Duncan, Barry, J. D'Ippolito, C. Macpherson, and C. Wilson. *Mass Media and Popular Culture.* Harcourt Brace and Company Canada, 1998. ISBN 0-7747-0170-6

Guffey, Mary Ellen and Brendan Nagle. *Essentials of Business Communication.* Scarborough: Nelson, 1997. ISBN 0-17-605610-6

Guffey, M., K. Rhodes, and P. Rogin. *Business Communications: Process and Product.* Toronto: Nelson, 1999. ISBN 0-17-616560-5

Hasling, J. *The Audience, The Message and The Speaker,* 6th ed. Toronto: McGraw Hill. ISBN 070270279

Johnson, C.E. and M.Z. Hackman. *Creative Communication: Principles and Applications.* Waveland Press, 1995. ISBN 0881338281

MacLennan, Jennifer. *Effective Business Writing.* Scarborough: Prentice-Hall, 1995. ISBN 0-13-301391-X

Markel, Mike. *Technical Communication Essential.* Scarborough: Nelson, 1996.

Markel, Michael H., and Helen Holmes. *Technical Writing: Situations and Strategies.* Scarborough: Nelson, 1994. ISBN 0-17-604181-8

Northey, Margot. *Impact: A Guide to Business Communications.* Scarborough: Prentice-Hall, 1998. ISBN 0-13-838939-X

Pungente, John. *More Than Meets the Eye.* McClelland & Stewart Inc, 1999. ISBN 0771071000

Sebranek, Patrick, et al. *School to Work.* Toronto: Nelson, 1996. ISBN 0669408735

Sebranek, Patrick, et al. *Write Source 2000*, Canadian ed. Toronto: Nelson, 1999. ISBN 0176187006

Verderber, Rudolph F. *Communicate*, 9th ed. Toronto: Wadsworth Publishing Company, 1999. ISBN 053452074X

Beginner's Guide to Effective E-mail - style guide.
– http://www.webfoot.com/advice/email.top.html?Yahoo

E-Mail Tips - general help with signature lines, software, netiquette, discussion groups, etc.
– http://everythingemail.net/email_help_tips.html

A Business Letters Primer
– http://more.abcnews.go.com/sections/business/DailyNews/sbb_letter0317/index.html

In Search of a Lost Art: How to Write a Business Letter
– http://www.cyberbee.com/science/buslet.html

Activity 4: Communication Activities

Time: 8 hours

Description

One of the reasons students are in secondary school is to discern what their vocation may be when they leave school. They may undecided about taking postsecondary education or going straight to the world of work. Catholic values, such as equality of all persons and individual responsibility for the care of others, can be reviewed in class at this time. It is important to recognize that all types of people and their backgrounds and skills are necessary. Students should be made aware of the individual rights of all people to choose their own destination. The communication activities allows students to apply the skills that they have learned throughout the course to a wide variety of jobs within a specific organization. Students have an opportunity to learn about the jobs that would relate to the activities assigned.

Strand(s) & Learning Expectations

Strand(s): Investigating Business and Technical Communications;
Creating Business and Technical Communications

Ontario Catholic School Graduate Expectations

CGE1g - understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey;
CGE2b - reads, understands, and uses written materials effectively;
CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;
CGE2d - writes and speaks fluently one or both of Canada's official languages;
CGE3e - adopts a holistic approach to life by integrating learning from various subject areas and experience;
CGE4e - sets appropriate goals and priorities in school, work, and personal life;
CGE5b - thinks critically about the meaning and purpose of work;
CGE5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
CGE5h - applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

Overall Expectations

IBV.01 - demonstrate an understanding of the forms and content of business and technical communications and their purposes and audiences.
CBV.01 - produce written, oral, and visual business and technical communications for specific purposes and audiences.

Specific Expectations

CB1.01 - use the forms, elements, and organizational patterns of business and technical communications to communicate effectively (e.g., apply knowledge of how people read informational texts to plan an effective brochure; use directional and sequencing words and phrases to assist the reader in understanding written procedures; make an oral report using a cause-and-effect structure);
CB1.02 - use information and ideas gathered from a variety of print and electronic sources to generate content for business and technical communications on school-, career-, or workplace-related topics and issues (e.g., gather information from consumer reports to use in a memo recommending a purchase; use simulations, role-plays, and case studies to understand different perspectives on issues such as customer relations);
CB1.03 - select or adapt the content, forms, and organizational patterns of business and technical communications to suit the purpose and audience (e.g., organize key information for a video recognizing the achievements of employees; adapt the content of a memo to meet the needs of different audiences, such as an expert, a manager, a technician, or the general public);

CB1.04 - use graphics effectively in business and technical communications (e.g., present information from text or a spreadsheet in the form of a chart or graph; use diagrams and illustrations to emphasize main points in posted instructions);
CB1.05 - revise, edit, and proofread drafts to produce clear, accurate, well-organized, and grammatically correct business and technical communications (e.g., revise a business letter to include only the necessary details; rewrite a paragraph to express key ideas in point form; use software and on-line tutorials to revise, edit, proofread, and format business and technical communications).

Prior Knowledge & Skills

- Students should be proficient in writing letters, memos, instructions, reports, proposals, creating budgets.
- Students should have been exposed to the use of video equipment and publishing capabilities, if available, from Unit 2.
- Students have examined the Internet at various times throughout the course and practised ethical use of the Internet and its available resources.

Planning Notes

- The teacher adapts communication activities in the Course Culminating Activity (Appendix 5.1) to reflect individual student choices.
- The teacher decides which activities the class will complete and collects samples of excellent student work (or samples from a textbook) to be posted around the room for reference.
- The teacher writes, or adapts, descriptions for additional activities based on demographic area and student need.
- The teacher adapts the checklist to the class to keep track of the activities that students are completing as a progress check. The teacher could also re-create the checklist leaving bigger spaces in order to put a few anecdotal comments within each column to help students achieve at a higher level in the overall evaluation of the activity.
- If this class is being taught in a computer lab, Activities 4, 5, and 6 can be taught simultaneously. This would allow students to have more time to complete all activities within the class period. If this is the case, teachers can take the 17 hours and split them into sections for peer assessment and teacher feedback. This way it would allow enough time to fix problems and change activities to make them more complete or more correct.
- The teacher arranges for computer access.

Teaching/Learning Strategies

1. **Whole Class:** The teacher reviews with students the types of communication they have learned throughout the course and how these communications can be written for varying audiences. The teacher could show samples of the types of communication to be completed in this final unit, e.g., memos, letters, reports, posters, instructions, etc. Samples of the communication types that are part of the culminating activity should be posted around the room for student reference.
2. **Pairs:** The teacher distributes the list of Communication Activities (Appendix 5.1 – Course Culminating Activity). In pairs, students review the list of activities and discuss information that could be included to complete it. The teacher brings discussion to the whole group and ensures that all students have accurate information to begin their tasks. The teacher leads the class in a discussion on how to access the necessary information required to complete the communication activities. The teacher should also discuss with the class the need to create their own timelines and the importance of time management.

3. **Whole Class:** In each class, the teacher uses roving conferences to discuss with students their completed activities to date and a checklist to ensure that all students are on time with their activities. The teacher may wish to review the Checklist (Appendix 5.3 – Checklist for Progress Check) for individual progress. Students who are completing tasks quickly can be encouraged to enhance their activities by adding extra information or various technical aspects that would improve the overall quality of the work completed.

Assessment & Evaluation of Student Achievement

Formative – While checking students' completed activities using the Checklist for Progress (Appendix 5.3), the teacher should give general anecdotal feedback on the activity and any improvements that could be made to improve the overall effectiveness of the communication. If the teacher is using the enlarged checklist that leaves room for a few words in sections for each activity, the teacher will have a running anecdotal list that can help in evaluation later and it will also help the students see where they most commonly make mistakes.

Accommodations

- Small group discussions for students having problems completing some of the tasks assigned may be necessary.
- Decrease the number of repetitive activities required for some students if necessary.
- Allow for a variety of methods of responses as needed, e.g., audio tapes, use of scribes, etc.
- A detailed checklist may be beneficial for students who have difficulty focusing.
- For some students, it may be beneficial to separate the communication activities, giving them only one or two at a time to complete, rather than overwhelming them with the entire package at once.
- Enhance the tasks by including technical detail such as graphics, or by comparing similar roles in various companies.

Resources

Samples of student work completed throughout course to be used as examples

Adams, Bell & Griffin. *Teaching for Diversity and Social Justice: A Sourcebook.* Routledge, 1997. ISBN 0415910579

Adler, Ronald B. and Jeanne M. Elmhorst. *Communication at Work: Principles and Practices for Business and the Professions.* Boston: McGraw Hill, 1999. ISBN 0-07-303433-9

Beebe, Linda, ed. *Professional Writing for the Human Services.* Washington: NASW Press, 1993.

Blicq, Ron. *Communicating at Work.* Scarborough: Prentice-Hall, 1997. ISBN 0-13-324674-4

Donaldson, Chelsea, ed. *Communications Handbook*, 2nd ed. Toronto: Nelson, 1996. ISBN 0176047387

Guffey, Mary Ellen and Brendan Nagle. *Essentials of Business Communication.* Scarborough: Nelson, 1997. ISBN 0-17-605610-6

Guffey, M., K. Rhodes, and P. Rogin. *Business Communications: Process and Product.* Toronto: Nelson, 1999. ISBN 0-17-616560-5070270279

MacLennan, Jennifer. *Effective Business Writing.* Scarborough: Prentice-Hall, 1995. ISBN 0-13-301391-X

Markel, Mike. *Technical Communication Essential.* Scarborough: Nelson, 1996.

Markel, Michael H., and Helen Holmes. *Technical Writing: Situations and Strategies.* Scarborough: Nelson, 1994. ISBN 0-17-604181-8

Northey, Margot. *Impact: A Guide to Business Communications.* Scarborough: Prentice-Hall, 1998. ISBN 0-13-838939-X

Sebranek, Patrick, et al. *School to Work.* Toronto: Nelson, 1996. ISBN 0669408735

Sebranek, Patrick, et al. *Write Source 2000,* Canadian ed. Toronto: Nelson, 1999. ISBN 0176187006
Verderber, Rudolph F. *Communicate,* 9th ed. Toronto: Wadsworth Publishing Company, 1999. ISBN 053452074X
Beginner's Guide to Effective E-mail - style guide.
– http://www.webfoot.com/advice/email.top.html?Yahoo
E-Mail Tips - general help with signature lines, software, netiquette, discussion groups, etc.
– http://everythingemail.net/email_help_tips.html
A Business Letters Primer
– http://more.abcnews.go.com/sections/business/DailyNews/sbb_letter0317/index.html
In Search of a Lost Art: How to Write a Business Letter
– http://www.cyberbee.com/science/buslet.html

Appendices

Appendix 5.1 – Course Culminating Activity
Appendix 5.3 – Checklist for Progress Check

Activity 5: Communication Activities: A Checklist of Expectations

Time: 0.5 hours

Description

The students, with assistance from the teacher, create their own checklist of criteria in order to evaluate the communication activities for each job position in their organizations. Students continue to develop personal communication skills through group work. Students develop listening skills to understand varying perspectives and opinions, and think critically as they help identify important criteria to be included in the checklist.

Strand(s) & Learning Expectations

Strand(s): Creating Business and Technical Communications

Ontario Catholic School Graduate Expectations
CGE2a - listens actively and critically to understand and learn in light of the gospel values;
CGE2b - reads, understands, and uses written materials effectively.

Overall Expectations
CBV.03 - assess their own and others' business and technical communications.

Specific Expectations
CB3.01 - assess the content and style of business and technical communications they have produced (e.g., discuss in a group the content and visual appeal of a classmate's brochure; develop criteria to assess their own business and technical communications).

Prior Knowledge & Skills

Students should have previous knowledge of their own communication activities to be able to develop an effective checklist of expectations.

Planning Notes

- In advance of this activity, students complete all of their communication activities.
- The teacher shares the sample checklist of expectations (Appendix 5.4 – Sample Expectations Checklist for Evaluating Communication Activities) to generate ideas and stimulate discussion. The size of the class will dictate whether brainstorming is done in smaller groups or as a class. If Activities 4, 5, and 6 are combined then timelines may need to be altered.

Teaching/Learning Strategies

1. **Small Group:** Divide the class into groups. Students brainstorm a checklist of expectations (on chart paper) for their communication activities. Students present their expectations to the class while the teacher records the students' responses on the board or overhead transparency.
2. **Whole Class:** Students, with assistance from the teacher, review each of the expectations and discard and or revise them if required. The teacher prepares a final checklist of expectations and makes copies for each student.

Assessment & Evaluation of Student Achievement

Formative assessment: Observation of group work, class discussions

Accommodations

- Pair strong students with those who would benefit from assistance. Ensure that students with special needs are in groups with students willing to assist them.
- As an extension, students could be responsible for creating the checklist and bringing it back to the teacher and classmates for validation

Appendices

Appendix 5.4 – Sample Expectations Checklist for Evaluating Communication Activities

Activity 6: Enhancing and Revising Communication Activities

Time: 6 hours

Description

Students should use skills developed in Unit 2 including the use of sound clips, animation, pictures, illustrations, charts, and diagrams from the Internet, CD-ROMs, software programs, scanners or other audio-visual equipment to enhance the overall impact of their communication activities. They also assess the effectiveness of one another's communication activities. Students then adapt and/or improve upon their own work based upon peer feedback.

Strand(s) & Learning Expectations

Strand(s): Investigating Business and Technical Communications;
Creating Business and Technical Communications

Ontario Catholic School Graduate Expectations

CGE2a - listens actively and critically to understand and learn in light of the gospel values;
CGE3b - creates, adapts, and evaluates new ideas in light of the common good;
CGE5a - works effectively as an interdependent team member.

Overall Expectations

IBV.03 - explain the role of technology in producing effective business and technical communications;
CBV.02 - use technology appropriately to clarify meaning and enhance the impact of business and technical communications.

Specific Expectations

IB3.02 - demonstrate an understanding of how sound clips, animation, pictures, illustrations, charts, and diagrams from the Internet, CD-ROMs, software programs, and scanners can clarify the meaning and enhance the visual impact of business and technical communications;
CB1.04 - use graphics effectively in business and technical communications (e.g., present information from text or a spreadsheet in the form of a chart or graph; use diagrams and illustrations to emphasize main points in posted instructions);
CB2.01 - use a variety of audio, visual, and electronic aids to produce effective business and technical communications (e.g., leave clear, straightforward, and succinct voice-mail messages; select the appropriate features from a presentation-software program to emphasize key ideas);
CB2.02 - use sound clips, animation, pictures, illustrations, charts, and diagrams from the Internet, CD-ROMs, software programs, scanners, or other audio-visual equipment to enhance the visual impact of business and technical communications;
CB3.01 - assess the content and style of business and technical communications they have produced (e.g., discuss in a group the content and visual appeal of a classmate's brochure; develop criteria to assess their own business and technical communications);
CB3.02 - assess drafts and final versions of business and technical communications by peers, providing objective and constructive suggestions (e.g., work with a partner to identify strengths and weaknesses of a draft of a report; use peer conferences and rubrics to provide feedback about a final product);
CBV.03 - explain the creative choices made to enhance the effectiveness of their own business and technical communications.

Prior Knowledge & Skills

Students apply skills/knowledge of sound clips, animation, pictures, illustrations, charts, and diagrams from the Internet, CD-ROMs, a variety of software programs, scanners and other audio-visual equipment learned in Unit 2.

Planning Notes

- In advance of this activity, teachers should arrange student access to computers with Internet access, a variety of software programs, and other appropriate audio-visual equipment, if available.
- Students should have completed the text portion of their communication activities and have a variety of exemplars of effective technical writing gathered from the business investigated in Unit 4 (Investigating a local business).

Teaching/Learning Strategies

1. **Whole Class:** Students brainstorm the array of formatting options for their communication activities. For example, technology used to enhance the creation of the communication activities could include the following devices: computers, scanners, digital cameras, CD-ROMs, CD-Writers, LCD projectors, etc.
2. **Whole Class:** The teacher displays (via LCD projector, VCR, overhead transparency, etc.) examples of the following: clipart, pictures, animations, presentation software programs, sound clips, graphs, spreadsheets and charts used in the creation of effective business and technical communications. At this point, it would be beneficial for the teacher to lead a brief discussion on the ethical use of technology and media in business. Students examine the various examples to evaluate how messages and information are presented and whether or not they believe the company has used ethical practices in these communications. (John Pungente's book *More Than Meets the Eye* could be a resource.)
3. **Individually:** Students review examples of business and technical communications before enhancing their own communication activities. Students will require sufficient time to use the technology available to enhance their own communication activities.

4. **Small Group:** Students form teams to begin the task of editing the communication activities and assessing the effectiveness of their enhancements. (Review how well the enhancements - e.g., sound clips, animation, clipart, pictures, illustrations, charts, and diagrams - are adapted to their audience; review the placement and organization of the enhancements in each draft; review the quality of the enhancements in the drafts).
5. **Individually:** Students make the necessary revisions of their communication activities based on the feedback from the assessment/review process.

Assessment & Evaluation of Student Achievement

Formative – Peer assessment with a checklist and observation of group work, in the Thinking/Inquiry and Communication areas

Summative – evaluation rubric (Appendix 5.2 – Culminating Activity Evaluation Rubric) based on assignment expectations and checklist (**Note:** Teachers may adapt the evaluation rubric to make it more specific to the tasks assigned.)

Accommodations

- Pair strong students with those who would benefit from assistance. Ensure that students with special needs are in groups with students willing to assist them.
- When possible, enlist the assistance of the Communications Technology teacher or students to assist students experiencing difficulty.

Resources

Anderson, Neil. *Media Works.* Toronto: Oxford University Press, 1989. ISBN 0-19-540730-X

Duncan, Barry, J. D'Ippolito, C. Macpherson, and C. Wilson. *Mass Media and Popular Culture.* Harcourt Brace and Company Canada, 1998. ISBN 0-7747-0170-6

Hasling, J. *The Audience, The Message and The Speaker,* 6th ed. Toronto: McGraw Hill.

Johnson, C.E. and M.Z. Hackman. *Creative Communication: Principles and Applications.* Waveland Press, 1995. ISBN 0881338281

Pungente, John. *More Than Meets the Eye.* McClelland & Stewart Inc, 1999. ISBN 0771071000

Online Technical Writing: Online Text Book – Contents – http://www.io.com/~hcexres/tcm1603/acchtml/acctoc.html

Appendices

Appendix 5.2 – Summative Evaluation Rubric

Activity 7: Presentation of Communication Activities

Time: 3 hours

Description

Students prepare an oral presentation to highlight their communication tasks for their peers. For this summative evaluation, students could choose from one of the following presentation formats to deliver their presentation: collage, display board, scrapbook, and electronic portfolio.

Strand(s) & Learning Expectations

Strand(s): Creating Business and Technical Communications

Ontario Catholic School Graduate Expectations

CGE2a - listens actively and critically to understand and learn in light of the gospel values;
CGE2c - presents information and ideas clearly and honestly and with sensitivity to others.

Overall Expectations

CBV.02 - use technology appropriately to clarify meaning and enhance the impact of business and technical communications.

Specific Expectations

CB1.04 - use graphics effectively in business and technical communications (e.g., present information from text or a spreadsheet in the form of a chart or graph; use diagrams and illustrations to emphasize main points in posted instructions);
CB2.01 - use a variety of audio, visual, and electronic aids to produce effective business and technical communications (e.g., leave clear, straightforward, and succinct voice-mail messages; select the appropriate features from a presentation-software program to emphasize key ideas);
CB2.02 - use sound clips, animation, pictures, illustrations, charts, and diagrams from the Internet, CD-ROMs, software programs, scanners, or other audio-visual equipment to enhance the visual impact of business and technical communications.

Prior Knowledge & Skills

Students would benefit from having previous skills/knowledge regarding the use of computer presentation programs and other audio-visual equipment (from Unit 2).

Planning Notes

In preparation for the student presentations, the teacher should arrange student access to computers containing a variety of software programs, LCD projector, and other appropriate audio-visual equipment as available and required.

Teaching/Learning Strategies

1. **Whole Class:** The teacher introduces and explains to students each of the presentation format options for their communication tasks: collage, scrapbook, display board and electronic portfolio (computer presentation program).
2. **Whole Class:** The teacher distributes and explains the evaluation rubric for the oral presentation to the students. (See Appendix 5.5 – Oral Presentation Evaluation Rubric.)
3. **Individually:** Students require most of the remaining activity time to organize and construct their final presentation.
4. **Whole Class:** Students present their work to the class. During the final presentations, it may be worthwhile to invite special guests, e.g., school administration, parents, teachers, and representatives from local businesses, career counsellors, school administration, etc., to hear the presentations and increase the authenticity of the activity.

Assessment & Evaluation of Student Achievement

This culminating activity is a synthesis of the knowledge and skills developed throughout the course. A summative oral presentation rubric will include all four learning areas Knowledge/Understanding, Thinking/Inquiry, Communication, and Application.

Accommodations

- Students with special physical or social needs may be paired with students willing to assist them.
- It may be beneficial for some students to present their work to the teacher or to smaller groups to assist with confidence.
- Some students may wish to video tape presentations.

Resources

Computers, presentation software
Create your Own Electronic Portfolio – http://transition.alaska.edu/www/portfolios/toolsarticle.html
How to Create an Electronic Portfolio – http://www.essdack.org/port/how.html

Appendices

Appendix 5.4 – Oral Presentation Evaluation Rubric

Appendix 5.1

Course Culminating Activity

(**Note to teacher:** The following list of communication activities is related to a *sample sports franchise chosen as a model for this unit*. Before the teacher begins, some adaptation of terms used and activities will be required. The teachers may also choose to list certain forms of communication activities required, such as memorandum, report, brochure, press release, etc., and have the students create the activity and the response to it.)

Instruction to Students

- Throughout this course, you have had the opportunity to learn about effective communication and the forms that communication can take, e.g., memo, letter, report, set of instructions, e-mail, etc. In business, these types of communication are altered depending on the audience. A letter for an employee or a letter for a customer or a letter for another business might have the same general message but very different specific information because of the audience.
- You will take everything that you have learned and apply it to a business or organization that encourages people within their building and outside of their building to be successful through determination, consistent effort, and sharing talents. You will apply the skills that you have learned to different jobs within the business that you have chosen. You will be required to:

    1) Research types of career opportunities that are available within the business and trace a career path from an entry level position to a desired position within the organization with special emphasis on the communication skills requirement. (You are encouraged to choose a career path in which you are interested.)
    2) Post your career path on a bulletin board within the classroom. As a group, you will identify various forms of communication associated with the careers traced for the organization.
    3) Complete the set of ten communication activities related to the careers in the organization for different audiences.
    4) Develop checklists for the communication activities.
    5) Use appropriate technology to enhance activities completed previously.
    6) Obtain peer assessment of your work using the checklists.
    7) Revise communication activities to reflect the assessment of peers.
    8) Prepare a presentation of all communication activities created for the organization using your choice of presentation method. You may choose to do your presentation orally, as videotape, in portfolio style, on a display board or in any other manner in discussion with the teacher.

- This unit is meant to provide an opportunity for you to show that you have achieved the expectations of the course. The communication activities that you will complete cover most forms of communication for varying audiences.

Appendix 5.1 (Continued)

The Communication Activities

For all of the communication activities listed, follow these general instructions:

- TO – the audience could be the CEO, the Director of Personnel, etc.,
- FROM – the person sending the communication is the student assuming a relevant job title for the activity i.e., the student must know what type of position would usually complete the communication activity listed;
- Extra details may be needed to complete some of the activities. Where possible, use actual information from the company website, library research or relevant news articles. It may also be necessary to contact the company over the phone, through e-mail or in person to get extra information.

1. **Memorandum** – Write a memo to internal staff that shows statistics of the team's success so far in the season. Check out the team website or the Sports section of the newspaper to find the statistics that you need to make the memo complete. Create any reasonable details required.
2. **Instructions** – Research the steps necessary to complete the "perfect layout." Create a poster illustrating step-by-step directions, with appropriate graphics, to be sent out to all Intermediate and Secondary Schools. This poster must follow good layout guidelines.
3. **Letter of Refusal** – A local secondary school has requested that one of the team members present a motivational talk to a group of budding athletes. The organization gets so many requests for their players to go out into the community that they cannot possibly accommodate all of them. Write a letter of refusal to your secondary school from the organization regretting that they won't be able to come at this time. Invent any reasonable details that will enhance this letter.
4. **Press Release** – Create a scripted press release for the acceptance of a new player into the team's organization. This release should be videotaped showing you as the speaker and be at least two minutes in length. Enclose a copy of the press release in your tasks for inclusion in local newspapers.
5. **Recruitment Letter** – You are the recruitment officer for the team. Write a letter that will be sent to future stars to encourage them to continue to develop their skills and to request their presence at a Future Stars Night. This event will be hosted by the team in four weeks time at a local hotel/conference centre. Consider this event part of the team's social commitment to the community at large and their dedication to encouraging young people to follow their dreams. Include with this letter an invitation for this event designed to reflect the theme of the evening. Invent any reasonable details required.
6. **Report** – You will write a report, for the CEO of the company, on the team's continued commitment to community events. Check the Internet (newspaper) for specific details. This report must include a short description of at least three different events that the team operates that shows their commitment to their local community.
7. **Poster** – Design a T-shirt (front and back) that represents the team's organization and teens today. This T-shirt should include the logo – it will be the team's newest give-away. Design a poster advertising the T-shirt. If this design cannot be printed in colour, then it should be coloured by hand to show the entire T-shirt design on the poster.

Appendix 5.1 (Continued)

8. **Progress Report** – Assume that you are the administrative assistant to the President of the team's organization. As part of your job, you must give progress reports on the many projects in which the organization gets involved. It is your job to write a progress report on the latest project. Search the website, newspaper, or other sources to find which project is the most recent and its current status. This report should follow good writing style and include any technical aspects that are necessary.
9. **Help Wanted Ad** – Search out the qualities that are needed for a person who wants the job that you have traced as your career path at the beginning of this unit. Take these qualities and write a help wanted ad for the Careers section of your local newspaper. Post this ad in the middle of a page and around it give information about the newspaper you would put it in, when you would place the ad, how many days you would run it for, and what response you would expect to get. You should add any other information that you deem appropriate.
10. **Historical Timeline** – Research the history of the team using their website, newspaper archives, or books from the local library and create a visual timeline that accurately reflects how the team began, what they did, and where they are today. This timeline should include years and the most important events that occurred throughout their history.

Appendix 5.2

Culminating Activity Evaluation Rubric

(This rubric will need to be adapted for use with each of the 10 products)
* (Rubric to be used for Summative Evaluation of Culminating Activity)

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding Understanding of the information, ideas, concepts, and themes Understanding of the use and effect of rhetorical elements in informational texts	- demonstrates limited grasp of information - demonstrates limited understanding of the use and effect of rhetorical elements in informational text	- demonstrates some grasp of information - demonstrates moderate understanding of the use and effect of rhetorical elements in informational text	- demonstrates considerable grasp of information - demonstrates considerable understanding of the use and effect of rhetorical elements in informational text	- demonstrates thorough and insightful knowledge of information - demonstrates thorough understanding of the use and effect of rhetorical elements in informational text
Thinking/Inquiry Inquiry Skills (e.g., planning, selecting strategies and resources, assessing information)	- applies few of the skills involved in the inquiry process	- applies some of the skills involved in the inquiry process	- applies most of the skills involved in the inquiry process	- applies all or almost all of the skills involved in the inquiry process
Communication Communicates for different audiences and purposes. Use of various forms of communication	- communicates with a limited sense of audience and purpose - demonstrates limited command of the various forms	- communicates with a moderate sense of audience and purpose - demonstrates moderate command of the various forms	- communicates with a clear sense of audience and purpose - demonstrates considerable command of the various forms	- communicates with a strong sense of audience and purpose - demonstrates extensive command of the various forms
Application Application of required language conventions. Application media conventions and techniques (e.g., graphics, etc.)	- uses the required language conventions with limited accuracy and effectiveness - uses media conventions and techniques with limited competence	- uses the required language conventions with moderate accuracy and effectiveness - uses media conventions and techniques with moderate competence	- uses the required language conventions with considerable accuracy and effectiveness - uses media conventions and techniques with considerable competence	- uses the required language conventions with a high degree of accuracy and effectiveness - uses media conventions and techniques with a high degree of competence

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

(Note to Teacher: Adapt wording criteria of the rubric to make it more specific to the tasks assigned as part of the culminating activity).

Appendix 5.3

Checklist for Progress Check

Communication Activity	Rough Copy			Peer Assessed	Good Copy	Evaluated
	Required Elements	Writing Style	Information (Position)			
Memorandum						
Instructions						
Letter of Refusal						
Press Release						
Recruitment Letter						
Report						
Poster						
Progress Report						
Help Wanted Ad						
Historical Timeline						

Appendix 5.4

Sample Expectations Checklist for Evaluating Communication Activities

Criteria: I have...	Yes	Not Yet
1. used creativity and originality in my communication activities;		
2. used the proper format and content for each communication activity in conjunction with each job position in the business;		
3. not used confidential or sensitive information that, if made public, may embarrass my business or me;		
4. not used reprimanding or emotional wording;		
5. proofread the communication activities for grammatical, punctuation and spelling errors;		
6. had someone else edit my communication activities for grammatical, punctuation and spelling errors;		
7. made final revisions of my communication activities.		

Appendix 5.5

Oral Presentation Evaluation Rubric

* (Rubric to be used for Summative Evaluation of Oral Presentation)

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding Understanding of the information, ideas, concepts and themes • responds to follow-up questions	- demonstrates limited grasp of information; answers questions with limited effectiveness	- demonstrates some grasp of information; answers questions with some effectiveness	- demonstrates considerable grasp of information; answers questions with considerable effectiveness	- demonstrates thorough grasp of information; answers questions with a high degree of effectiveness
Thinking/Inquiry Critical and Creative Thinking Skills, i.e., organization	- presents information with limited sequencing	- presents information with some sequencing	- presents sequence of information with considerable effectiveness	- presents information in logical sequence with a high degree of clarity
Communication Communicates for different audiences and purposes • use of elocution skills	- projects voice and articulates words with limited effectiveness	- projects voice and articulates words with some effectiveness	- projects voice and articulates words with considerable effectiveness	- projects voice and articulates words with a high degree of effectiveness
• eye contact	- uses eye contact with limited effectiveness	- uses eye contact with some effectiveness	- uses eye contact with considerable effectiveness	- uses eye contact with a high degree of effectiveness
Application Application of oral communication conventions and techniques	- oral communication conventions and techniques used with limited accuracy and effectiveness	- oral communication conventions and techniques used with some accuracy and effectiveness	- oral communication conventions and techniques used with considerable accuracy and effectiveness	- oral communication conventions and techniques used with a high degree of effectiveness

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.